DOCUMENT RESUME

ED 464 044 SP 040 616

AUTHOR Fallon, Moira A.; Brown, Susan C.
TITLE From Student Teaching into a Profession: One Model for Guiding Professional Development.
PUB DATE 2002-02-00
NOTE 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 23-26, 2002).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development; *Self Evaluation (Individuals); *Student Development; *Student Teachers; *Teaching Skills

ABSTRACT

This paper describes a model developed at one urban university to guide student teachers through a semester-long process of reflecting upon their teaching skills using state and national standards. The model required analysis of professional abilities using a self-assessment of teaching skills tool. Under this model, preservice student teachers worked through a self-assessment of teaching competencies in the domains of curriculum, classroom management, instruction, assessment, and professionalism. Two assignments helped student teachers through the process. The first was to take information from the needs assessment document and create visual snapshots of themselves as teachers. The second was to list, in order of priority to self, teaching strengths and areas for improvement. This process of self-evaluation went on throughout the semester. Participants rated themselves at three points during the semester. Reflection with a peer on these ratings was ongoing. Each reflection was substantiated with specific examples and evidence (lesson plans, work samples, a classroom management plan, student cooperative learning projects, and observations of student teachers' performance). The process culminated in the creation of a professional portfolio and a professional development plan. Participants considered the process critical to accurately identifying their teaching skills. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Susan C. Brown

ED 464 044

From Student Teaching into a Profession: One Model for Guiding Professional Development

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

By

Moira A. Fallon, Ph.D.

And

Susan C. Brown, Ed.D.

School of Education
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203
fallon@up.edu
503 943-7182
503 943-8042 (fax)

SP040616

BEST COPY AVAILABLE

From Student Teaching into a Profession: One Model for Guiding Professional Development

Most, if not all, teacher education institutions use a seminar course during student teaching to help preservice level teachers transition from student teaching experiences to professional development activities. Some of these courses seem to be little more than successful job-hunting tips. However, one model was developed at an urban, northwestern university to guide student teachers through a semester long process of reflecting upon their teaching skills using state and national standards. The model we developed required analysis of professional abilities using a self-assessment tool of teaching skills.

The foundation of the model was a strong component of professional development that was based on self-reflection and evaluation. Under this model, preservice level student teachers worked through a self-assessment of teaching competencies in the five domains of curriculum, classroom management, instruction, assessment, and professionalism. With this level of self-evaluation and reflection, the student teachers were able to construct an in-depth understanding of their own teaching strengths and areas for improvement practice (Brooks & Brooks, 1993; Henderson, 1996; Schon, 1987).

The process required reflection upon individual teaching performance in terms of specific teaching behaviors (Rogers, 1996). Two assignments, in particular, helped each participant through this process. The first was to take the information from the needs assessment document and create a visual "snapshot" of themselves as a teacher. This snapshot was a picture of how each person viewed him or her self as a teacher at this

point in their career. It could have been a collage, a spatial map, a bar chart, or any other visual organizer. This required each person to organize summarize all of the information about their teaching skills that came from the needs assessment document. This snapshot had to be presented to a peer who, through reflection and dialogue, helped support and articulate the accuracy of the snapshot.

The second assignment, also based on self-reflection, was that each participant had to list, in order of priority to self, his or her teaching strengths and areas in which they wanted to improve. This list contains the top ten most important teaching skills and the ten most important areas for improvement. Each item on the list needed to be stated as specifically as possible. Again, this assignment required summarization and organization. The peer editor's role was to help their partner articulate why those teaching skills were categorized as they were and to help articulate the reasoning behind their choices.

As the semester went on, this process of self-evaluation continued. The participants individually rated themselves on this needs assessment tool at three evenly spaced times at the beginning, midpoint, and end of the semester long course. Reflection with a peer on these ratings continued throughout the semester. Each rating was substantiated with specific examples and evidence to defend the rating. Evidence consisted of lesson plans or work samples, a classroom management plan, student cooperative learning projects, and observations of the student teacher's performance. This process took several weeks as the student teachers analyzed the components of each domain and then identified the specific documents that supported their teaching. The process culminated in the creation of two products (Bullock & Hawk, 2001) that

accurately represented the individual's teaching skills; a professional portfolio and a professional development plan. Both products were meant to guide the professional development activities for the next two to three years of their career.

From this project several important conclusions emerged. Participants found the semester-long process of reflection using self-evaluation and dialogue to be critical to accurately identifying their teaching skills. Through the process of self-evaluation, finding a professional balance among their teaching skills was a major factor in not only for preparing for job interviews, but critical for transitioning into a professional in the field of education. Each participant found this reflective process to be unique and to be a foundational piece in his or her professional development.

Requiring the self-evaluation three times during the semester was of the greatest value to these participants. The first set of ratings was merely a mechanical exercise in learning how to evaluate one's self. The second and third ratings, however, were the most meaningful to their professional growth. The participants found their portfolio and professional plans to be unique and individual to their own particular skills. These findings suggest that this model may assist other teacher education institutions to adapt their own seminar courses. There is much still to investigate, including the long-term effects of training teachers in such a model. We hope that this model will continue to evolve and be closely investigated. We believe that real, authentic assessment of teachers can only result in more efficient and effective educators.

References

Brooks, J. & Brooks, M. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Bullock, A.A. & Hawk, P. P. (2001). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, NJ: Merrill Prentice Hall.

Henderson, J. (1996). *Reflective teaching: The study of your constructivist practices*. Englewood Cliffs, NJ: Prentice Hall.

Rogers, C. R. (1996, April). *Reflection in teacher education: A study of John Dewey's theory and the practice of Katharine Taylor and Lucy Sprague Mitchell*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Schon, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: From Student Teaching into a Profession: One Model for Guiding Professional Development	
Author(s): Fallon, M.A. + Brown, S.C.	
Corporate Source: University of Portland	Publication Date: February 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ↑ ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ↑ ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ↑ ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Susan C. Brown	Printed Name/Position/Title: M.A. Fallon Associate Prof. S.C. Brown Assistant Professor	
Organization/Address: School of Education, University of Portland 5000 N. Willamette Blvd. Portland, OR 97203	Telephone: (503) 943-7182	FAX: (503) 943-8042
	E-Mail Address: fallon@up.edu	Date: 3/12/02

(over)

CLEARINGHOUSE ON TEACHING
AND TEACHER EDUCATION

ERIC

November 1, 2001

Dear AACTE Presenter:

The ERIC Clearinghouse on Teaching and Teacher Education invites you to contribute to the ERIC database by providing us with a copy of your paper presented at AACTE's 54th Annual Meeting (New York, NY, February 23-26, 2002). Abstracts of documents that are accepted by ERIC appear in the print volume, *Resources in Education* (RIE), and are available through computers in both on-line and CD/ROM versions. The ERIC database is accessed worldwide and is used by teachers, administrators, researchers, students, policymakers, and others with an interest in education.

AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Inclusion of your work provides you with a permanent archive and contributes to the overall development of materials in ERIC. The full text of your contribution will be accessible through the microfiche collections that are housed at libraries throughout the country and through the ERIC Document Reproduction Service. Documents are reviewed and accepted based on their contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality.

To disseminate your work through ERIC, you need to fill out and sign the **Reproduction Release Form** located on the back of this form and include it with a letter-quality copy of your paper. You can mail the materials to: **The ERIC Clearinghouse on Teaching and Teacher Education, 1307 New York Ave., N.W., Suite 300, Washington, D.C. 20005.** Please feel free to photocopy the release form for future or additional submissions.

Should you have further questions, please contact me at 1-800-822-9229; or E-mail: lkelly@aacte.org.

Sincerely,

Linda M. Kelly
Acquisitions and Outreach Coordinator